

Little Angels Nursery

Inspection report for early years provision

Unique reference number EY258477
Inspection date 07/03/2012
Inspector Kathleen Snowdon

Setting address Grindon Lane, Sunderland, Tyne and Wear, SR3 4EN

Telephone number 0191 5538880

Email

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 is run by a partnership. It was registered in 2003 and is based in the Sandhill Centre, in Grindon, Sunderland. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 58 children aged under eight years may attend the nursery at any one time. The nursery currently takes children from four months to under five years. Children are accommodated in three rooms, according to their age and developmental stage. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday, from 8am to 6pm, for 52 weeks of the year. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 115 children on roll who are all within the early years age range. The nursery receives funding for free early education. It supports children with special educational needs and/or disabilities.

There are 22 members of staff who work directly with the children. Of these, three hold an honours degree in early years studies, of which two also hold Early Years Professional Status and one holds Qualified Teacher Status. All of the remaining staff hold relevant early years qualifications at levels 2, 3 and 4. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's good understanding of children's individual needs promotes children's welfare and creates an inclusive environment. This enables children, including those with special educational needs and/or disabilities, to make good progress in their learning and development. Recommendations from the last inspection have been fully addressed, self-evaluation is effective and partnership working is mostly good. Consequently, the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop systems further to work together with other practitioners to support children's transition between the setting and school.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment procedures mean that all staff are vetted to determine their suitability to work with children. Staff have strong awareness of child protection issues. They speak knowledgeably about the signs and symptoms of abuse and

neglect. Consistently good staffing ratios mean that children are well supported. This includes children with special educational needs and/or disabilities so all children feel safe and secure. As well as this, thorough risk assessments minimise accidents, while all essential documentation is in place and very well organised. This underpins the safe and efficient way in which the nursery operates.

Engagement with parents and carers is effective. They have good scope to become involved in their children's learning and development. For example, they take part in 'activity days'. These allow them to see and, if they wish to, take part in the range of activities available to their children. They receive good quality written information and have ongoing discussions with staff to share children's recent experiences and progress. Parents and carers say that the nursery is a 'happy and safe' place for children. They describe staff as 'friendly, approachable and great with the children'. Partnership working in the wider context is similarly good. The setting liaises with other agencies, such as health and social services, to ensure that children's needs are met in full. However, there are few, if any, links to support children's transition from the nursery to the schools that they will eventually attend.

Self-evaluation is good. Staff work well as a team. They are clear about their roles and responsibilities and they undertake relevant, professional training to keep their practice up to date. Recent courses include safeguarding, first aid and inclusion. They ensure that the indoor and outdoor equipment are well resourced so that the children have lots of opportunities to have fun and enjoy themselves. They discuss ideas, make plans and seek ways in which to improve on their current practice. In addition, staff's inclusive approach is reflected in the clear equal opportunities policy. This states that all children will be enabled to reach their full potential.

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

Staff work closely with parents, carers and some other agencies to establish children's starting points and abilities. Thereafter, they make ongoing, perceptive observations and assessments of the children. This enables staff to plan effectively to help children reach the next steps in their development. Plans are inclusive and cover all areas of learning. They are linked clearly to the Early Years Foundation Stage and they take into account children's personal interests. Indoor and outdoor areas are well resourced. Easily accessible toys and equipment allow children to initiate play of their own accord. As well as this, interesting planned activities help them to make good progress towards the early learning goals. For example, during outdoor play they blow bubbles and wave streamers to study the effect of wind. They observe and help to look after the resident goldfish and they visit the local park where they feed the ducks.

Children enjoy celebrating a range of festivals, such as Chinese New Year, Easter and Divali. These activities increase their knowledge and understanding of the world. The children are encouraged to talk and express their feelings and opinions. They thoroughly enjoy looking at books and they relish listening to a well told story. Such opportunities promote their communication, language and literacy

development. Children are becoming increasingly aware of diversity. They confidently play beside children with special educational needs and/or disabilities and begin to understand and respect differences. Very good relationships exist between children and the staff so the children make good progress in the personal, emotional and social development. Sensitive guidance teaches children right from wrong. As a result, they behave very well and show consideration for others. Children make good progress in their mathematical and creative development too. This is exemplified when they count in sequence and use their imagination during role play.

Good emphasis is placed on children's physical development. The children eat appetising snacks and meals, which encourages the development of healthy tastes and preferences. Alongside consistent routines, such as hand-washing before eating, the clear policy for sick children helps to contain the spread of illness and infections. There are also good opportunities for children to learn that exercise is fun. For instance, they run around freely during outdoor play, which promotes their overall fitness. They use sturdy outdoor apparatus and learn to move in different ways. Collectively, these positive and worthwhile experiences give children a good start in life and equip them with important skills for the future.

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	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