

Little Angels Nursery

Inspection report for early years provision

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Inspection date

23/03/2012

Inspector

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Setting address

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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 2001. It operates from a single storey building in Blackpool. The nursery serves the local area. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery also offers a minibuss service. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 57 children may attend the nursery at any one time all of whom may be in the early years age group. There are currently 49 children attending who are within this age group. The nursery also offers care to children aged over five years to eight years. The nursery provides funded early education for three- and four-year-olds and receives funding for two-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of child care staff. Of whom, seven hold appropriate early years qualifications. 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 are happy and confident, this means children are making good progress in their learning and development overall. They are welcomed into a stimulating environment by a friendly staff team. Good partnerships have been developed with parents to ensure there is continuity of care and learning for children. Effective partnerships have also been developed with other professionals to make sure all children's individual needs are met. Self-evaluation is effective and the manager shows a commitment to continuous improvement. Overall, the nursery is safe and secure because there are effective systems in place.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record or risk assessment so that it includes information on who conducted it and date of review. (Suitable premises, environment and equipment)

30/03/2012

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

- provide an area where babies can sleep without disturbance
- extend opportunities for children to develop their independence, such as serving their own meals and drinks at lunchtime.

The effectiveness of leadership and management of the early years provision

Children are protected because there is an effective safeguarding policy in place and practitioners are knowledgeable about local safeguarding procedures. Recruitment procedures are good because the manager uses a variety of evidence when making decisions about the suitability of all employees. For example, they carry out Criminal Records Bureau checks, obtain references and a full employment history prior to employment. Annual risk assessments are in place, however they do not state who carried them out and the date of review and therefore they do not fully meet the requirements although but this has little impact on children.

The rooms within the nursery are resourced well. Toys and equipment meets the age and stage of development of the children in each room, this means children are able to make good progress across the early learning goals. The outdoor area is well resourced and children benefit from accessing outdoors throughout the morning and afternoon sessions, providing regular opportunities to access fresh air.

The manager is ambitious and shows a commitment to continuous improvement. Clear and achievable targets are in place, such as creating a vegetable patch outside and plans to increase older children's meaningful writing opportunities, are clearly targeted at improving outcomes for them. Practitioners, parents and children take part in self-evaluation. For example, parents complete annual questionnaires and receive feedback from the nursery.

The nursery has developed good working relationships with parents. They are enabled to be part of their child's welfare, learning and development because they attend regular parents evenings and exchange useful information each day. The nursery also has links with local schools to enable children to have a smooth transition to the next stage of their learning. For example, they complete profiles and invite teachers to meet the children.

Children's needs are met because staff work with other professionals to support their individual needs.

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

Overall, children are safe and secure in the nursery. They handle tools confidently when they are digging in the garden and during lunchtime when they use utensils skilfully. When children are excited they are reminded to be careful, the practitioners calmly give children explanations to further their understanding of safety for themselves and their peers.

Children have lots of opportunities to learn about being healthy for example, they have opportunities for physical play both indoors and outside. Children who choose to stay inside have access to a soft play area where they run, climb and enjoy showing off their gymnastic skills to visitors. Older children can access snack throughout the morning and afternoon, they have a selection of fruit and water on offer. Babies are offered snack and drinks at regular times throughout the day. This means children are developing an awareness of healthy food choices. Babies and children have lots of opportunities to develop their physical skills. Babies are encouraged to push walkers and pull themselves up on furniture and older children like to climb on climbing frames. Babies and children play in different malleable activities such as paint, gloop, sand and water. Children are secure in their routines, however when babies want to sleep at different times they are disturbed by others on occasion.

Practitioners make regular observation of the children, they effectively use this information to plan for their next steps and accurately track children's progress. This means children are making good progress overall towards the early learning goals in relation to their starting point's and their age and stage of development.

Children enjoy making marks in different ways such as on painting easels, with chalks on the floor and finger painting. Consequently, children are developing their early writing skills. Older children listen attentively to stories and become involved, when they choose familiar stories they join in with the words excitedly. Younger babies enjoy sharing a variety of books with practitioners. Overall children are encouraged to be independent, they confidently get their own coats and try to put them on. However their independence at meal times is limited as they do not have the opportunity to serve themselves. Problem solving, reasoning and numeracy is fostered well within the nursery. For example, children talk about shapes when playing in the sand and count during rhymes. Children eagerly shout out how many men are remaining in 'the flying saucer'. Older children enjoy time on a computer and are able to use it well whilst younger children and babies have opportunities to operate cause and effect toys as well as talking books. Children explore their own ideas for example, when playing in the sand they decide to add glitter and feathers the practitioners skilfully intervene to support children and extend their learning further.

Children behave well in the nursery, they receive appropriate explanations from the practitioners, such as not running inside. Children are encouraged to be kind to each other and take turns with toys and equipment. Children are learning to respect each other because practitioners encourage children to listen to each other's views during group time. Children are learning about different cultures and beliefs because they celebrate different festivals such as Chinese New Year. Children also have opportunities to learn about the world around them, for example they go on trips to the local children's centre and local walks.

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

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| 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

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|--|---|
| 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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| 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

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| 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

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