

Angels Day Nursery

Inspection report for early years provision

Unique reference number	EY436094
Inspection date	24/04/2012
Inspector	Jayne Rooke

Setting address	386 Jockey Road, SUTTON COLDFIELD, West Midlands, B73 5XJ
------------------------	--

Telephone number	07525 440697
Email	neharrahman@hotmail.co.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Angels Day Nursery was registered in 2011. It is one of two settings owned by the same provider as a limited company. The nursery operates from a detached house in Sutton Coldfield, West Midlands. The nursery serves the local and surrounding area and has strong links with local schools and professional agencies. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30am until 6.30pm for 51 weeks of the year. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the nursery at any one time, of these, not more than 18 may be under two years at any one time. There are currently 30 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery 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 nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications. The owner and one member of staff are working towards Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive, have lots of fun and make excellent progress within this welcoming and inclusive setting. Staff skilfully use their knowledge of how young children develop to observe their progress and plan for their future learning. Practical activities enhance children's interest in the world around them, although this has not been fully explored outside of the setting. Self-review systems are used exceptionally well to promote enhanced improvements throughout the provision. The provider actively develops relationships with other early years professionals to promote consistently high standards of care and education. Positive and trusting partnerships with parents are carefully nurtured, offering many opportunities for them to engage in their child's learning, within the setting and at home.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending opportunities to enhance children's interest in the world in which they live, for example through regular outings.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because highly effective procedures exist to protect them from harm and neglect. Robust recruitment and vetting procedures ensure the initial and ongoing suitability of each member of staff is rigorously checked. All staff are clear about the safeguarding policy and prioritise children's safety and well-being at all times. They are vigilant about risk assessments, ensuring that children play safely indoors and outside. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care. Comprehensive written policies, covering all aspects of the provision work exceptionally well in practice to ensure the safe and efficient management of the setting.

Children are valued as unique individuals and staff take great care to promote an inclusive service for all children and their families. Each child's learning style and interests is carefully noted to inform daily plans and routines that enable them to develop and progress with confidence. Children take part in practical and meaningful activities and projects, which help them to understand and value the diverse world.

Self-evaluation systems are used highly effectively to identify successful practice and key areas for improvement. As a result, the provider has developed excellent links with local schools, promoting consistency in supporting children's language and literacy development. The provider actively seeks the views of all those involved in the setting, including the children and their parents to enhance all aspects of the provision. Staff take great pride in developing their professional skills and expertise, attending varied training courses to keep up-to-date with new ideas and initiatives. Relationships with parents and carers are exceptionally strong and supportive, helping them to feel fully involved in all aspects of their child's care and education. Children with diverse needs receive excellent levels of support at an early stage, because the setting works in very close partnership with other childcare and health professionals.

The setting is bright, vibrant and welcoming. High quality toys and play materials are readily accessible to children in low-level and open storage containers, encouraging them to make choices and decisions about their own play and learning experiences.

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

Children are actively engaged in a broad range of stimulating play and learning experiences, which cover all areas of learning. Observation and assessment information is skilfully used to guide and inform children's future learning. As a result, children make rapid progress towards the early learning goals. For example, young children are gently introduced to new activities to stimulate their interest and familiarise with new routines. This helps them to develop the confidence to

explore their surroundings within a safe and supportive environment. Children receive lots of positive praise for their efforts and successful achievements, as they attempt to dress themselves, boosting their self-esteem. They are given comfort and reassurance when they are feeling tired or fractious and staff are mindful of their individual sleep and rest routines.

Older children competently name shapes as they build with solid construction blocks and create a two-dimensional picture, using a selection of pre-cut paper shapes. They use accurate names for a triangle and a rectangle and can sort a variety of bricks into identical groups by size, shape and colour. They count numbers up to 20 and beyond, exclaiming excitedly as they create 'lots of patterns' with their bricks. Children receive positive praise for 'doing very well' which enhances their confidence and abilities. They are actively encouraged to make marks or write their own names at every opportunity, which helps them to develop secure early writing skills. Children listen carefully to stories and speak imaginatively about their own ideas, creating a 'castle for the princess' out of building blocks. They are beginning to explore the local area through visits to the library which encourages their interest in reading for pleasure and purpose. However, opportunities to extend children's interest in the world in which they live have not been explored to their full potential outside of the setting.

Photo labels are displayed effectively to enable children to register themselves on arrival and to identify their own space within the setting. Consequently, children learn to recognise themselves and others, helping them to develop a strong sense of belonging and to make new friends. They develop a sense of time as they link tidy-up routines with a change of activity between play, meal and rest times.

Outdoor play is a regular feature of children's daily routine, where they benefit from regular fresh air and exercise. They enjoy exciting opportunities to explore the natural environment as they search for mini-beasts and plant and grow fresh vegetables to eat. They use small tools and equipment to develop their coordination and physical skills, manipulating shape cutters during baking activities and playing ball games in the garden. Children behave well because they are treated with kindness and respect. They wait patiently for their turn when they wish to use different play equipment. They understand and follow rules for safe behaviour, taking care not to hurt themselves or others during their robust play.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

