

Little Angels Nursery Ltd

Inspection report for early years provision

Unique reference number	137803
Inspection date	20/06/2012
Inspector	Margaret Moffat

Setting address	25-27 High Street, Harlesden, London, NW10 4NE
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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.

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

Little Angels Nursery is owned by a private provider and registered in 2000. It operates from premises at Harlesden Methodist Church, close to shops and a park in Harlesden, in the London Borough of Brent. Babies are cared for in a building which is adjacent to the main nursery and has its own front door. Access to the main nursery is through the enclosed area shared by children from both buildings, for outdoor play. The nursery is open each weekday from 8am to 6pm for 49 weeks of the year.

The nursery is registered to care for a maximum of 31 children at any one time; of these no more than 11 may be aged under two years. There are currently 17 children on roll aged from two to four years. The nursery is funded to provide free early education for children aged three and four years. The nursery currently supports a number of children with special educational needs and /or disabilities and children who learn English as an additional language. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery employs seven childcare staff including the owner. Six hold relevant early year's qualifications and one is working towards a qualification. The nursery also employs a cook who prepares the main meal of the day and assists in other duties. The nursery also provides work experience for a student.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and content and play in an environment where they have access to a range of toys and resources which are suitable for their age and stage of development. Children make sound progress in their learning and development. Staff are beginning to observe and assess the children and plan for their next steps in learning. However, the system is not used by all staff to show the progress children are making. The organisation of large group activities is not always effective to fully meet the needs of all the children. Most documentation is in place and maintained appropriately. However, the nursery is in breach of a regulation with regard to documentation. The system for engaging parents and others in their children's care learning and development is appropriately. The manager has based future plans for improvement on improving outcomes for children.

What steps need to be taken to improve provision further?

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

- keep an accurate daily record of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register)

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

- develop staff knowledge and understanding of observation and assessment systems in place to show clearly the progress the children are making through the areas of learning
- review the organisation of large group times to ensure all children's individual needs are being met.

The effectiveness of leadership and management of the early years provision

The nursery has effective safeguarding procedures that promote children's welfare. Careful recruitment and induction help to ensure staff are suitable and develop an appropriate knowledge of how the provision operates. Staff have opportunities for further training. Through the appraisal system the manager assesses staff's ongoing suitability and training needs. Staff have a sound understanding of child protection issues and how to proceed if they have any concerns. Staff carry out suitable risk assessments and use these to help keep children safe and staff are vigilant as to who is entering and leaving the premises.

Since the last inspection most actions and recommendations have been addressed and the manager has worked with the local authority team to improve the nursery. This has improved outcomes for children. For example, most staff now have a first aid certificate and staff are aware of the behaviour management policy and adhere to this. Through self-evaluation the manager has identified some key areas for improvement and has an action plan in place as to how to bring about these changes. This shows a real commitment to ongoing improvement. The staff are encouraged to be involved with the evaluation through discussions and by putting comments and suggestions in a self-evaluation notebook. Parents are also encouraged to be involved through the suggestion book. The system for recording children's daily record of attendance is not fully effective as not all children are marked in the register. This is a breach of a legal requirement and remains an action for this inspection.

The provision offers an inclusive environment where staff show an awareness of children's needs and cater for these appropriately. There are effective procedures in place to support children with specific needs and those who learn English as an additional language. All children are beginning to learn simple sign language, which helps them in their communication skills. Staff organise the nursery appropriately, allowing children to make choices in their play and self-select the toys and resources they wish to play with.

Staff gather sufficient information from parents before children start to help ensure their welfare needs are met. Parents receive information about the nursery

through notice boards and newsletters and have access to all policies and procedures. Parents have opportunities to discuss their children's learning and development and parents have access to their children's records at anytime. The manager has identified the need for more formal feedback to parents and is introducing parents evenings in the near future. The nursery makes links with other agencies involved with children to promote shared communication in individuals learning and development.

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

Children are happy and have fun in the nursery. Staff are warm and caring and build appropriate relationships with children. Children behave appropriately and respond to staff praise and encouragement as they show good manners or kindness to others, For example, older children push younger children around the play ground in the wheeled toys. Staff acknowledge children's kindness and children smile as they are given praise for the good deed. There are activities to help children talk about their feelings and emotions which take place at certain times during the week. There is also a feelings board where children indicate how they are feeling today as they place their name next to a picture on the board.

Staff plan and provide a range of activities throughout each week that take into account children's interests and mostly their individual needs. A new system for recording observations and assessments has been introduced, however not all staff are fully aware of how to use this effectively to show the progress children are making. Staff are on hand to support children at activities and to ask open ended questions which helps develop their thinking skills.

Children have opportunities to learn about the world around them through resources that reflect positive images of the wider world. They take part in different celebrations and customs of other cultures and also visit the local shops and parks in the surrounding community. Children enjoy singing songs and join in with the words and actions. During large group times they talk about the items in the box they have brought in to show. Children also talk about things that have happened in their lives, such as a new baby in the family or their siblings having to go to hospital. Although these large group times encourage children to listen to what others are saying and learn about the items they have brought in, they do not meet the needs of all the children. Some younger children are up and down and wandering around and staff are interrupting as they take the children off to brush their teeth which makes it difficult for the staff member who is trying to make the activity flow.

Children develop a good sense of how to keep themselves safe. During a fire drill on the day of inspection, they followed instructions from staff as they lined up and left the premises safely. As they gathered outside they listened quietly for their names to be called. Staff ask questions about what would happen if there was a real fire. Older children confidently state they would have to call the fireman to put the fire out. Children learn how to use apparatus correctly in the outside play area.

As they climb up the slide the wrong way staff gently remind them of the correct way to do this and that they may fall off and hurt themselves.

Children love being outside in the fresh air and staff provide them with a range of activities which cover all the areas of learning. Children paint the walls with brushes and water and walk around pushing the dollies in prams and playing on wheeled toys. They like playing with the water and pouring it from one receptacle to another. Children like to dig in the dirt and make pies, and look for worms and other insects as they play. Children have opportunities to play ball games with each other and talk about being in a team as they play football. They have fun as they use the bread baskets for balancing as they step from one to another. They also make up their own scenarios as they pretend they are on a train. Children manage their own basic hygiene and personal needs well including hand-washing at particular times and going to the toilet independently. When asked why the need to wash their hands children confidently reply to make them clean and take germs away. Children have opportunities to be involved as they cut up fruit and vegetables for the snacks and meals. Snack and meal times are sociable occasions where children have conversations with staff and each other as they tuck into healthy and nutritious food. This helps encourage the children to develop conversation skills and healthy lifestyles.

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	3
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

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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	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 20/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 20/06/2012