

Little Angels Day Nursery

Inspection report for early years provision

Unique reference number

EY433966

Inspection date

25/06/2012

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

Little Angels was registered in 2011. It operates from a suitably converted single storey building in Goldborne, Wigan. The nursery is owned and managed by a private provider. 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 attend for a variety of sessions. The nursery is registered on the Early Years Register to care for a maximum of 25 children in the early years age range, of these, not more than 12 may be under two years at any one time. There are currently 50 children attending. The nursery provides funded early education for eligible two, 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 eight members of childcare staff, in addition to the manager. Of these, seven staff hold appropriate early years qualifications at level three. The deputy manager has a degree in Early Childhood Studies. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children's welfare, learning and development is very effectively promoted. Children thrive in a safe, caring and stimulating environment, they enjoy an excellent range of activities and are well supported by staff who skilfully meet their individual needs. Consequently, children are making good progress towards the early learning goals. Partnerships with parents are strong and contribute to children's overall well-being. Secure systems are in place to work with other agencies to ensure all children get the support they need. The settings capacity to improve is strong, the management continuously evaluates the effectiveness of the setting and promotes reflective practice.

What steps need to be taken to improve provision further?

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

- enhance the learning environment, to further extend the learning and development of more able toddlers, particularly in relation to information and communication technology and providing a print and number rich environment
- improve the links between completed observational assessments and individual planned learning, also provide further opportunities for parents to review and contribute to planned priorities for their child's learning
- improve the range of resources that reflect positive images of diversity.

The effectiveness of leadership and management of the early years provision

Children's safety and protection is ensured, because all staff within the setting are familiar with their respective roles and responsibilities. This ensures they respond appropriately and report concerns to protect children from possible harm. Key staff have a very good knowledge and understanding of safeguarding issues and are able to implement their Local Safeguarding Children Board procedures.

Recruitment and vetting procedures are strong which further safeguards children and all adults have undergone checks to ensure their suitability. Clear procedures are very well implemented to maintain the safety and security of children within the setting. As a result, children move freely and play safely within the nursery. Space and resources are very well used. Each room is well equipped to meet the developmental needs of each group of children, who are aged between birth and three years.

Leadership and management is strong and clearly drives improvement within the setting. The joint management team work harmoniously and are fully committed to the continued development of the setting. They value the hard work and commitment of the staff team, who work effectively to ensure children's individual and group needs are met. Clear induction and appraisal systems are established. Staff are routinely encouraged to reflect on their practice and identify their professional development needs. Team and staff meetings are held regularly to discuss a range of issues, including sharing good practice and help to ensure consistency throughout the setting. Self-evaluation is effective and informs comprehensive improvement plans. These are well targeted and have an excellent impact on the outcomes for children. For example, by further developing both the indoor and outdoor environment using the Every Child a Talker principles and strategies, to further improve children's attainment in communication and language.

The setting provides an inclusive service. Relationships are a key strength and all children and their families are warmly welcomed. During the inspection parents commented repeatedly on the quality of care provided by the staff, for example, 'they look after the children like they are their own'. Parents are valued as their child's first educators and are encouraged to share what they know about their child. Consequently, details of children's individual care needs, routines and capabilities are discussed and documented at admission. Parents are very well informed about their child's progress and achievements, both verbally and via a regular written report. They are invited to share details of their child's interests and development at home. However, parents have limited opportunities to consider or contribute to plans for children's future learning. Children with special educational needs and/or disabilities are well supported and partnership working with external agencies is strong. This ensures that children's individual needs are effectively met and continuity of children's care and learning is promoted.

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

Children thrive within a stimulating and supportive environment. Relationships are a key strength and secure attachments to key workers are evident. Consequently, children benefit from warm and trusting relationships which make them feel safe and secure. For example, young babies seek reassurance from their key person when visitors enter the room. The key person responds appropriately and babies are lovingly reassured. However, at times the key person system is not fully implemented, for example in relation to meals and nappy changes. Children's progression through the nursery and onto the pre-school site is discussed fully with parents. Progression is securely linked to children's development as well as their age, which ensures children's individual needs are met. Children enjoy regular visits to the 'next room' and these are at times self-initiated, by children who enjoy visiting the toddler room. Young children are well behaved and respond positively to the positive behaviour management strategies that are implemented within the setting.

Children's good health is exceptionally well promoted. Standards of cleanliness throughout the setting are excellent and young children are aware of the importance of good hygiene. A range of healthy and nutritious meals and snacks encourage children to make healthy choices about what they eat. Mealtimes are valued as a learning experience and are used exceptionally well to promote children's self-help skills. Older toddlers relish the opportunity to help set tables. Children have good opportunities to be physically active. They use the small climbing frame enthusiastically and are becoming increasingly skilful as they steer and manoeuvre small tricycles and prams avoiding obstacles in their path. Children have some opportunities to learn about their own and the cultures and beliefs of others through planned activities. For example, celebrating the Queens Diamond Jubilee and the Olympic Games or dancing to traditional Punjabi music. Staff subtly raise children's awareness of the cultures of others through creative activities and sampling food, for example at Chinese new year. However, resources, such as pictures and play materials that reflect positive images of diversity are limited.

Staff provide a broad and balanced range of developmentally appropriate activities and experiences which help children make good progress towards the early learning goals. However, resources to further enhance the learning and development of the more able toddler children, who are making rapid progress are limited. Clear systems ensure staff have a sound knowledge of children's capabilities and achievements. Sensitive observational assessments are routinely completed for all areas of learning and inform quarterly progress reports. However, many observations are not fully evaluated, consequently they are not routinely used to identify and plan for the next steps in children's learning. Weekly activity plans are based on random observations of children's interests, so in some cases repeatedly focus on the same children. Consequently, written plans are not tailored to promote the progression of each child. Although, in practice staff adapt activities to ensure each child is able to participate fully.

Children are active and inquisitive learners whose learning and development is well

promoted both indoors and outside. Toddlers benefit from continuous access to the outdoor play area and move freely taking resources in and out to support their play. For example, taking dolls to the water play to 'bath the baby'. Children play with imagination, utilising the available resources to support the 'beach' theme within the role play area. Children's interest in books and stories is particularly well promoted both indoors and outside. Children enjoy sitting under temporary 'den like' canopy's to listen to stories. Older children confidently request their favourite stories and join in with familiar repetitive responses. Staff ask children what the cover of the book tells them about the story and many under three's use this to identify favourite stories. Children listen to stories with interest and keenly position themselves so they can see the picture. As a member of staff begins to read to a small group outside, she is quickly joined by additional children who ride up to the edge of the group on bikes. Additional children stop and listen from a distance equally enthralled by the expression, tone and skilful storytelling.

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	1
The extent to which children adopt healthy lifestyles	1
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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